



## Edisto Elementary

136 Woodolive Lane  
Orangeburg, South

<b>Grades</b>	3-5 Elementary School	
<b>Enrollment</b>	630 Students	
<b>Principal</b>	Belinda Johnson	803-531-7646
<b>Superintendent</b>	Dr. Darrell Johnson	803-534-8081
<b>Board Chair</b>	Mr. Aaron Rudd	803-534-8081

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Below Average</b>	<b>At-Risk</b>
2007	Below Average	Below Average
2006	Below Average	At-Risk
2005	Below Average	At-Risk
2004	Average	At-Risk

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

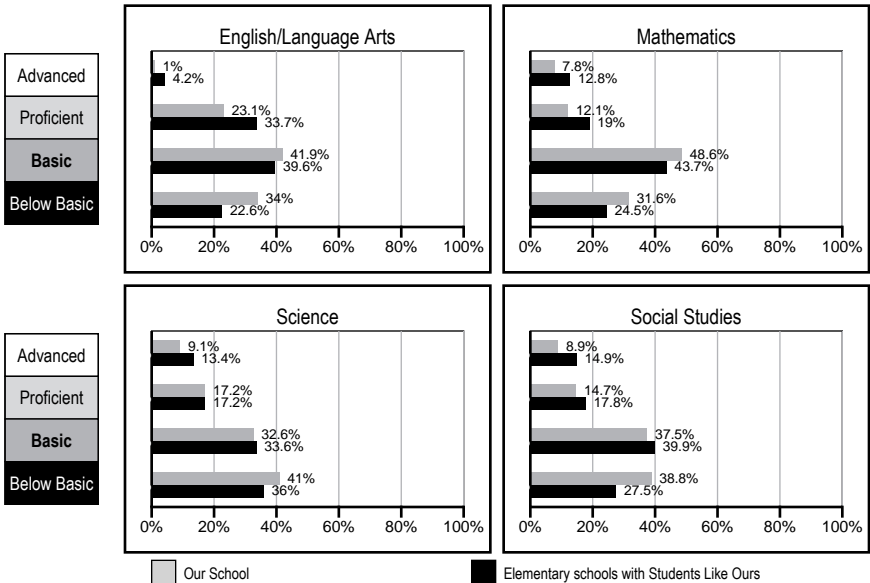
99%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	4	43	43	1

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A--Not Applicable   N/AV--Not Available   N/C--Not Collected   N/R--Not Reported   I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=630)</b>				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	1.8%	Down from 2.8%	2.9%	2.3%
Attendance rate	95.8%	Down from 96.1%	96.1%	96.3%
Eligible for gifted and talented	5.3%	Up from 4.9%	8.9%	10.4%
With disabilities other than speech	6.4%	Down from 6.8%	9.0%	7.5%
Older than usual for grade	1.6%	Up from 1.0%	0.9%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=40)</b>				
Teachers with advanced degrees	72.5%	Down from 76.9%	56.5%	56.7%
Continuing contract teachers	70.0%	Down from 92.3%	79.8%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	85.8%	Down from 89.7%	87.1%	86.4%
Teacher attendance rate	95.3%	Down from 97.9%	94.9%	94.9%
Average teacher salary	\$44,504	Up 0.1%	\$45,378	\$45,345
Professional development days/teacher	15.6 days	Up from 6.5 days	12.8 days	12.6 days
<b>School</b>				
Principal's years at school	13.0	Up from 12.0	4.0	4.0
Student-teacher ratio in core subjects	19.0 to 1	Down from 21.5 to 1	18.5 to 1	18.5 to 1
Prime instructional time	90.6%	Down from 93.4%	89.4%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.3%	Up from 95.7%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,069	Down 3.9%	\$7,071	\$7,052
Percent of expenditures for instruction*	66.7%	Up from 63.2%	68.7%	69.1%
Percent of expenditures for teacher salaries*	62.1%	Up from 60.4%	63.9%	64.2%

\* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Edisto Elementary School is located in a rural community in Orangeburg County. It is composed of grades three through five, including two special needs classes, one resource class, and Gifted and Talented classes. The faculty and staff, along with the School Improvement Council, the PTSO, and community, work hand-in-hand to address the academic, social, and emotional needs of each child. Each student's strengths and weaknesses are identified through Measures of Academic Progress testing (MAP). Hence, each strength and weakness is aligned with the state standards along with specific skills. In addition to attending special workshops, conferences, and training sessions, the early Tuesday dismissal allows our faculty to attend in-services for the purpose of advancing Edisto Elementary School toward becoming a 21st century school through various learning styles, teaching strategies, and high-tech applications.

Edisto Elementary School's curriculum addresses the academic, social, and emotional growth of all students. We integrate inclusion, differentiated instructions, daily enrichment through "round-robin," early morning computer lab, 21st Century afterschool program, community volunteer tutors, Science lab, Accelerated Reader, and Accelerated Math to benefit all students. Under the supervision of our ESOL coordinator, our ESOL students' needs are met. Additionally, Positive Behavior Intervention Support (PBIS) is in place to promote and reward good behavior and good character in order to produce an environment conducive to learning.

Our school maintains the open-door policy for all parents, grandparents, and community members to visit our classrooms and serve in various positions such as tutors, mentors, teacher helpers, and office helpers. Our school builds the community relations through various events such as Pancakes with Pop, Muffins with Mom, and Grits with Grandparents. We enlist the community's help in various events such as book fairs, contributions for academic achievers, and Career Day. It is through the joint efforts of school, parents, and community that EES is able to offer a high quality education for the purpose of academic success for each student.

Sandy Templeton, SIC Chairperson  
Belinda Johnson, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	39	183	66
Percent satisfied with learning environment	87.2%	80.7%	83.1%
Percent satisfied with social and physical environment	92.3%	71.4%	83.9%
Percent satisfied with school-home relations	61.5%	86.1%	75.8%

\* Only students at the highest elementary school grade level and their parents were included.

School Adequate Yearly Progress	NO
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This school met 11 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	Restructure
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	12.8%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.6%	0.0%	No
Student attendance rate	95.8%	94.0%	Yes

\* Or greater than last year

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**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)**

All Students	626	98.9	32.9	42	23.4	1.7	36	34.2	48.2	No	Yes
<b>Gender</b>											
Male	348	98	37.5	41.3	18.9	2.2	31.5	27	41.7	N/A	N/A
Female	278	100	27.3	42.8	28.8	1.1	41.3	42.3	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	349	99.4	29.7	38.8	29.7	1.8	41.9	44.9	60	No	Yes
African American	256	98.4	37.7	45.8	14.8	1.7	27.5	23.4	31.7	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	15	93.3	25	50	25	0	50	37.5	38.4	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
<b>Disability Status</b>											
Disabled	71	91.6	62.3	24.6	6.6	6.6	16.4	11.8	16	No	No
<b>Migrant Status</b>											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	12	100	27.3	36.4	36.4	0	45.5	35.7	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsidized meals	438	98.6	39.4	41.8	17.8	1	28.2	26.9	34	No	Yes

**Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)**

All Students	626	99.2	30.7	48.9	12.3	8.1	33.3	31.2	45.8	No	Yes
<b>Gender</b>											
Male	348	98.6	30.4	46.1	15.4	8.2	33.2	30.4	45.6	N/A	N/A
Female	278	100	31.1	52.3	8.7	8	33.3	32.2	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	349	99.7	23.8	49.1	14.3	12.8	42.1	45	59	Yes	Yes
African American	256	98.4	40.7	47.9	9.7	1.7	22	17.4	26.9	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	15	100	23.1	53.8	15.4	7.7	30.8	23.5	38.1	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	71	94.4	66.7	27	3.2	3.2	11.1	11	17.1	No	Yes
<b>Migrant Status</b>											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	12	100	18.2	63.6	9.1	9.1	27.3	21.4	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsidized meals	438	99.1	37.7	50.5	7.9	3.9	23.6	22.7	31.4	No	Yes

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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**Science**

All Students	416	99.5	40.3	33.1	17.3	9.3	26.6	24.6	35.7	95.8	95.5
<b>Gender</b>											
Male	227	99.1	38	32.2	18.8	11.1	29.8	26	37.4	95.6	95.2
Female	189	100	43	34.1	15.6	7.3	22.9	23	33.8	95.9	95.8
<b>Racial/Ethnic Group</b>											
White	237	100	35.7	29.9	20.1	14.3	34.4	37.2	49.2	95.5	95
African American	166	98.8	48.3	36.4	13.2	2	15.2	11.7	17	96.2	95.9
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	90.5	92.2
Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	I/S	16.7	24.9	94.8
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	97.7	95.9
<b>Disability Status</b>											
Disabled	46	97.8	76.2	14.3	7.1	2.4	9.5	9.4	14	94.8	95.1
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	96.2	96.2
<b>English Proficiency</b>											
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.4	95.5	94.8
<b>Socio-Economic Status</b>											
Subsided meals	286	99.3	48.1	32.7	14.3	4.9	19.2	19	21.1	95.5	95.2

**Social Studies**

All Students	410	99.8	38.3	37.5	15.4	8.9	24.2	18.9	34	95.8	95.5
<b>Gender</b>											
Male	235	99.6	37.4	35.6	17.4	9.6	26.9	20.2	36.6	95.6	95.2
Female	175	100	39.4	40	12.7	7.9	20.6	17.4	31.3	95.9	95.8
<b>Racial/Ethnic Group</b>											
White	229	100	32.6	39.1	14.9	13.5	28.4	26.4	44.5	95.5	95
African American	167	99.4	45.2	35	16.6	3.2	19.7	11.8	19.1	96.2	95.9
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	90.5	92.2
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.5	95.6	94.8
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	97.7	95.9
<b>Disability Status</b>											
Disabled	42	97.6	60.5	31.6	7.9	0	7.9	8.5	14.4	94.8	95.1
<b>Migrant Status</b>											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	96.2	96.2
<b>English Proficiency</b>											
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.3	95.5	94.8
<b>Socio-Economic Status</b>											
Subsided meals	287	99.7	43.6	40.2	11.3	4.9	16.2	12.1	21	95.5	95.2

\* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	209	98.6	29.1	40.3	26.5	4.1	30.6
	4	204	100	24.7	46.4	28.4	0.5	28.9
	5	203	97	39.9	42	17.6	0.5	18.1
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	219	98.6	31.5	35.5	30.5	2.5	33
	4	202	99	33.9	43.5	21.5	1.1	22.6
	5	205	99	33.3	47.2	17.9	1.5	19.5
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	209	99.5	33.3	47.5	14.6	4.5	19.2
	4	204	100	30.9	42.8	17	9.3	26.3
	5	203	98	39.7	45.5	9.5	5.3	14.8
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	219	99.1	29.9	50.7	10.9	8.5	19.4
	4	202	99.5	27.3	48.1	13.4	11.2	24.6
	5	205	99	34.9	47.7	12.8	4.6	17.4
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	106	100	60.6	31.3	6.1	2	8.1
	4	204	100	39.1	38.5	14.6	7.8	22.4
	5	101	98	52.2	28.9	5.6	13.3	18.9
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	109	100	47.5	28.7	19.8	4	23.8
	4	202	99.5	36.4	34.2	18.2	11.2	29.4
	5	105	99.1	40.4	35.4	13.1	11.1	24.2
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	102	100	33	49.5	15.5	2.1	17.5
	4	204	100	31.8	49.5	12.5	6.3	18.8
	5	103	100	54.3	34.8	5.4	5.4	10.9
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	108	100	36	38	15	11	26
	4	202	99.5	34.8	42.8	16	6.4	22.5
	5	100	100	47.4	26.8	14.4	11.3	25.8
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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